

Book Summary

A mother and her daughter sort out some clothes and find that they need to be passed on to the younger daughter, Kate.

Repeated Phrases

My ____ is too small.
“Kate can have it,” said Mom.
My ____ are too small.
“Kate can have them,” said Mom.

Text Type – Sequential

Materials

- copies of words and punctuation for this book from page 120
- copies of BLM, pencils, markers
- a collection of different sized children’s clothing (hat, coat, sweater, shoes)

Too Big for Me!

by Feana Tu‘akoi
photographs by Helena Hughes



Set D

Skills and Strategies

Reading *Too Big for Me!* will reinforce the following objectives and give the children the opportunity to:

- W** recognize sound/letter relationships
- S** emphasize left-to-right movement and reinforce directionality
- T** point one-to-one as each word is read to ensure an appropriate match
- W** prepare for independent writing using a variety of methods

Word Study

- High-frequency words: Big, My, are, big, can, for, is, it, said, me, Me, Mom
- Punctuation: periods, commas, quotation marks, exclamation points, capital letters
- Phonics and phonemic awareness:
 - M – Mom, My
 - s – said, shoes, skirt, small, sweater
 - Th, th – These, them
- Use of capital letters for names – Kate, Mom

Speaking and Listening

Use this text to help the children:

- predict the story line using illustrations from the book;
- retell or recall the main points from the story.

The Guided Reading Lesson

Introducing the text

Talk about the clothes that the children are wearing and where they came from. Ask them about what happens to their clothes when they no longer fit and who decides where they will go. *Has anyone ever been given some clothes from an older child who doesn’t fit them any more? How did you feel about wearing the clothes?*

Reading and discussing the text

Hand one book to each child. Read the title and the names of the author and the photographer to the children. Now use the outline below to support the children as they read and discuss their way through the book.

Cover – *Why do you think this girl is holding her arms up like this? What is she wearing?*

Title page – Together, read the title and the names of the author and the photographer again. *What do you think they are doing here?*

Pages 2 and 3 – *What is Mom doing? What do you think Mom could be saying about the skirt? Introduce Kate’s name and ask the children to see if they can find it.*

Pages 4 and 5 – *What is Kate’s sister trying on now? Ask the children to predict what letter “jeans” will begin with and identify the word on page 4.*

Page 7 – *What piece of clothing is too small now?*

Pages 8 and 9 – *How can you tell that the sweater is too small for Kate’s sister? What is the same about the words*

“small” and “sweater”? Identify these words in the text.

Page 11 – *Do you think this coat will fit Kate?*

Pages 12 and 13 – *What is the older girl trying on now? Can you find the word “shoes” on page 12?*

Page 15 – *Do you think the hat will fit Kate?*

Page 16 – *Were you right?* Identify that the person speaking on this page has changed from Mom to Kate and ask the group to predict what she is saying.

The children can now read the book again independently.

Revisiting the Text

- Using a range of clothes, have the children retell the story, replacing the characters’ names with their own.
- Ask the children to identify the words in the text that begin with “s” and record these words on the board.
- List any other words the children may know that begin with the same letter/sound.
- Discuss the use of capital letters throughout the book and ask the children to locate them.
- Using the words and punctuation for this book from page 120, reassemble the sentences with the children.

Following Up

- W** Prepare for independent writing using a variety of methods.
 - Ask the children to draw a large picture of themselves wearing a piece of clothing that is too small for them. Help the children write a sentence similar to the structure of the book “My ____ are too small. ____ can have them,” to attach beneath the illustration.

- W** On the BLM activity opposite, children practice writing the high-frequency words “My” and “is.”